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AUTHOR Charles, Richard F.
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ABSTRACT

The 106 community colleges in California were surveyed by questionnaire to determine their current level of commitment to the aged in terms of programs and courses available, adult participation, and methods used to conduct programs. Eighty-three questionnaires (78%) were returned. Of the responding colleges, 43% were currently offering classes or programs for retired persons, 34% specifically selected retired persons for advisory groups, and 82% had faculty or administrative personnel specially designated to work and plan in this area. Sixty percent had cooperated with other community agencies in offering programs, and 60% had used some form of publicity to communicate with the retired community. Instructional offerings ranged from one or two classes to large programs with specialized curricula. The most popular course offerings included estate planning, health and nutrition, tax preparation, budget management, and physical fitness, but few courses were offered in traditional credit areas of the college curriculum, such as math or English. Responding colleges indicated that Proposition 13 was the greatest single reason for discontinuing programs for the aged and retired. Results of a similar survey conducted in 1972 are discussed and the 1978 survey instrument is appended. (DR)

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SURVEY RESULTS FOR PARTICIPATING COLLEGES CLASSES AND PROGRAMS FOR THE AGED IN THE CALIFORNIA COMMUNITY COLLEGES 1978

Richard F. Charles
Dean, Special Programs
June 1979

Sponsored by De Anza College and
the California Community College
Continuing Education Associaton
(CCCCEA)

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INTRODUCTION

The California Community College has earned a reputation throughout the nation for providing quality education. According to the Final Report for Post Secondary Alternatives to Meet Educational Needs of California's Adults (1975):

> California's 100 Community Colleges--two of which opened this year--account for nearly 30 percent of the state's postsecondary enrollments and for several times more state support than the adult schools. In 1973-74, their current expense budgets from all sources came to $687,810,000; 45 percent of which stemmed from state revenues.[1]

Much of this success has been the direct result of the new populations and communities that have been served. In his dissertation titled The Role of the California Community Colleges in the Education of the Aged (1972)[2], Charles Richard Carlson explored the extent to which the California Community Colleges have become involved in the education of the aged. This interesting study also investigated the needs and educational aspirations of the retired and aged in the state.

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[1] Richard E. Peterson, et.al., Final Report, "Postsecondary Alternatives to Meet the Educational Needs of California's Adults", Assembly Publications, Sacramento, September 1975, p. 38.

[2] Charles Richard Carlson, "The Role of the California Community Colleges in the Education of the Aged", (unpublished Ph.D. dissertation, University of Southern California, 1972).

Carlson's study revealed a number of interesting facts about the involvement of the California Community Colleges and the retired. According to the 1972 levels studied, Carlson discovered the following:

1. Some twenty-six percent of the community colleges in California were involved in the offering of classes or programs for the aged. Many colleges expressed the desire for such programs.
2. A total of close to forty percent of the colleges were either offering aged classes or planned to offer more.
3. Colleges were offering courses in the area of pre-retirement education, finance, income tax and health for the aged. The largest offerings were in the area of income taxes and estate planning.
4. The colleges seemed to be somewhat limited in their offerings for the aged, often ignoring the aged's interest in other areas such as current events, conversational languages, arts, crafts, etc..
5. Colleges were not uniform in their methods and procedures. While most recognized the need to change the environment for retired persons, most classes were not substantially different from the normal atmosphere provided for young students. The colleges needed to do more in this area, particularly the moving of college classes to the more non-traditional and convenient facilities available.[3]

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[3] Ibid., pp. 72-86.

Since 1972 a great many changes have taken place in the field of older adult education. Other changes probably more dramatic, such as the Cap[4] and Proposition 13,[5] have drastically inhibited the growth and dynamism exhibited by the California Community Colleges in the period from 1975 to 1978. An updated evaluation of the California Community Colleges would allow for these trends and changes and would be invaluable to the institutions themselves as both an analytical tool and a planning device with older adult education.

In recent years the over sixty group in the United States has increased tremendously. According to Richard H. Davis (1976)[6], by the year 2000 one in every eight persons in the United States will be over sixty-five. With life expectancy increasing and the age of retired persons decreasing, personal and social implications of aging are difficult to escape. The nation is becoming increasingly more concerned with not only improving the mental, physical and spiritual well-being of older members of the society, but also with the effort to conserve, develop and utilize the potentialities of this enormous resource.

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[4]A Senate Bill in 1975 that placed a cap on spending by the California Community Colleges and other state funded educational institutions.

[5]Commonly called the Jarvis-Gann Initiative; Proposition 13 was passed by the citizens of California in June, 1978, and limited the amount of porperty tax and local income to schools.

[6]Richard H. Davis (ed.), Aging: Prospects and Issues, Los Angeles: Southern California Press, 1976, p. 3.

The aged and retired have become more important to the community colleges as a market for educational programs. Ervin L. Harlacher (1976)[7] has pointed to the need for renewing post-secondary education along the lines of the client/agency relationship. He sees an awareness of the needs of older adults as critical if the community colleges and universities are going to attract this special group. John Lombardi (1973)[8] views the community colleges as heading into troubled fiscal waters with an increase in educational costs and a decrease in traditional young students. In a very real sense, the older adult learner, as a consumer of the community college educational product, will become increasingly more essential as a target market population as time goes on.

The literature dealing with the aged and the community colleges indicates that much still needs to be done to provide open access to those in need of retraining, self-enrichment, and activities helpful to the retired and aged working towards solutions to their problems.

This study has investigated the level of service that is provided by the community colleges in California. As older persons

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[7]Ervin L. Harlacher, College Leadership for Community Renewal, London: Jossey-Bass Publishers, 1976, p. 24.

[8]John Lombardi, Managing Finances in Community Colleges, San Francisco: Jossey-Bass Publishers, 1973.

seek re-entry, re-orientation and re-training, colleges need to have information about effective designs being implemented at other institutions.

Although research has increased in education for the aged, much still remains to be done to pull the relevant information on curriculum and goals together. The problem was given proper emphasis by Charles R. Carlson:

> The significance of this project on the colleges appears greatest in the areas of curriculum and educational goals and in the benefits to the colleges which can result from the closer and better relationship of the aged to the colleges. The significance of this project upon the well-being of the aged appears to be great, especially in the areas of the availability of courses, programs and training needed by the aged. The significance also appears important to the country in general when the prospect of greater conservation of human resources is considered.[9]

Keith Stoehr and Nicholas Covelli (1977) agree with Carlson in the significance of research into the aged and their relationship with the community colleges. They have demonstrated how critical it is for the colleges to have curriculums and strategies that include the aged and retired as a target group. They have also pointed out the important effect that well designed, student based programming can

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[9]Carlson, The Role of the California Community Colleges in the Education of the Aged, p. 88.

have on the students themselves. In an excellent review of the literature they have pointed out that historically, education has been the most useful medium for preparing students for a new way of life.[10]

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[10]Keith Stoehr and Nicholas Covelli, Final Project Report, "Educational and Retraining Needs of Older Adults," Southern California Community College Institutional Research Association, Los Angeles, March 1975, p. 9.

STATEMENT OF THE PROBLEM

The aged and retired are increasing as both a legitimate source of economic support and political pressure in California. There exists a need to fill the research gaps in the area of aged education by the California Community Colleges.

The purpose of this study was to determine the impact of the California Community College in the education of the older adult, as of 1978, and compare that impact with the level established in the Carlson study. Further, the 1978 current practices, problems, and efforts of the colleges, as they relate to the offering of courses and programs for the aged and returned, were examined in relation to the 1972 practices, problems and efforts.

The literature from 1972 to 1978 verifies and supports the Carlson study with regards to the findings in the 1972 needs assessment section of that study.[11] The aged continue to need supportive environments, and are caught in what Cary S. Kart and Barbara B. Maynard (1976) term as the social dilemma of the aging leisure participant.[12] They are being "developed" as potential sources of income, but as of yet, very little has been done to alter their

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[11] Carlson, The Role of the California Community Colleges in the Education of the Aged. pp. 16-18.

[12] Cary S. Kart and Barbara B. Maynard, The Aging in America, Alfred Publishing Co., Inc., 1976.

learning milieu or the methodologies employed to meet their educational needs. This study has assumed that institutions need periodic evaluation to determine if these programs are within the scope and purpose of the colleges. With respect to the California Community Colleges, this study has compared and contrasted changes since 1972:

1. What courses and programs are offered for retired persons and older adults?
2. What classes are most commonly offered?
3. What have been the major problems in offering classes for the aged?
4. Under what environmental conditions have the classes been offered?
5. What experiences and advice do staff have for the colleges?
6. Does a follow-up study in 1978 prove the validity of the initial study?
7. Has there been a significant over-all growth or decrease of interest in education for the retired or aged within the California Community Colleges?

This research has included, first, a survey, approved by the American Association of Retired People (AARP) and the California Community College Continuing Education Association, in the form of a questionnaire.[13] This questionnaire has been mailed, along with a

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[13]Carlson, The Role of the California Community Colleges in the Education of the Aged, Appendix B, p. 118.

cover-letter from the California Community College Continuing Education Association (CCCCEA), to all the California Community Colleges in the state. Second, the results of the questionnaire have been compared and contrasted with the Carlson study. The information from these two studies has resulted in evidence about the growth or decrease of service provided by the California Community Colleges in the education of the aged and retired from 1972 to 1978.

Kevin Galvin (1975) in a report on educational and retraining needs of older adults discovered the importance of community colleges sharing information about programs specifically created for the aged.

> One significant benefit which accrued from this study was that it gave Southern California Community College Researchers the experience of working together on a significant research project which will prove to be beneficial to each of the participating colleges. Hopefully it will prove to be a stimulus to future cooperative joint research. Comments from several researchers in the project also indicated that data developed from this study will have important curricular implication for their college.
>
> It is the opinion of the evaluator that the project has fulfilled its purpose and fully met its objectives.[14]

With the aid of the California Community College Continuing Education Association (CCCCEA), information obtained from this present study will be sent to all the California Community Colleges. This information

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[14]Kevin Galvin, et.al., Final Report, "Educational and Retraining Needs of Older Adults," Office of College Development, Los Angeles, March 1975, p. 2.

should be helpful in allowing each college to analyze its own level of involvement with the aged and retired.

NEED FOR THIS STUDY

Since Charles Richard Carlson's study in 1972, adequate evaluation is lacking as to what, if anything, the California Community Colleges have been doing to meet the educational needs of the aged. Since that time, many studies concerning the needs of the aged, the consumer potential of the retired for the community colleges, and the growth of aged education, have proliferated. Many important changes have occurred within California public education to warrant a review of the results and the conclusions of the Carlson study. Since this present study has dealt directly with three of the major areas of the Carlson study, that is, (1) experiences of colleges in offering education to the aged, (2) general problems in offering education to the aged, and (3) other educational opportunities for the aged, a great need for extended statewide evaluation and involvement will be met.

This study has not dealt with the needs assessment component for the aged investigated by Carlson in Chapter IV of his dissertation.[15] The needs assessment information obtained in Carlson's study has not been greatly altered since 1972 and has not been adequately validated in subsequent studies. Carlson encountered a number of important

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[15]Carlson, The Role of the California Community Colleges in the Education of the Aged, pp. 49-58.

aged needs: (1) Students who are older want to take classes that are non-credit; (2) Retired and aged students wish to take classes during the day; (3) Retired and aged students desired more informal classes with discussion replacing lecture as the basic instructional model; (4) Retired and aged students are active in various activities and are not interested in staying at home; (5) Older adults are desirous of taking courses that interest them rather than required courses.[16]

Carlson also found out that the aged and retired sampled in his study were representative of the interested and active, and not necessarily representative of those who needed the service the most.[17] In his conclusions, he notes that those who responded to the questionnaire were those who seemed to know what they wanted when it came to educational offerings.[18] Their contact with the community college and adult education programming was extremely sophisticated[19] and certainly was not representative of the level of involvement discovered by American Association of Community and Junior Colleges (1974).[20]

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[16] Ibid.

[17] Ibid., p. 99.

[18] Ibid,. p. 100.

[19] Ibid.

[20] American Association of Community and Junior Colleges, "Older Americans and Junior Colleges: An Overview", Washington, D.C., 1974.

SCOPE OF THE INVESTIGATION

This study included, first, a review of the literature relating to the experiences, problems and successes of the community colleges in the education of the aged. Second, a questionnaire was sent to all of the California community colleges with the intent of surveying the level of impact of the aged on the colleges. This 1978 level of impact was then compared with the level of impact discovered in the Carlson study.

The review of literature had as its objective, not only a review of the specific attempts by the colleges to service older adults, but an overview of the problems and concerns of these colleges in educating the aged.

The one-hundred and six community colleges in California were questioned to determine their current level of commitment to the aged in terms of programs and courses offered and available. The research was conducted through the cooperation of the respective deans of the Evening Division/Continuing Education or their designates. The questionnaire included references to specific offerings as well as methods of reaching the retired, retired persons sitting on advisory committees, special environmental conditions for the offering of classes, administrators or faculty members having special duties in the development of programs and comments and suggestions based on past experiences. Eighty-three questionnaires were received from the 106 community colleges sampled. This represents a 78% return.

General Status of Community College Education for the Aged

All of the 106 California Community Colleges were requested to respond to the first three questions which had been designed to determine the gereral status of specific education for the aged in the colleges.

At the present time 43 per cent of the California Community Colleges are offering classes or programs specifically for retired persons. Forty-six percent of the colleges responding indicated that they had programs for retired people in the planning stages. Thirty-five per cent of the colleges responding to the survey have offered, but discontinued in recent years, classes or programs for retired persons.

When asked if the colleges specifically select retired persons for any college advisory committee(s), 62 per cent answered affirmatively. Eighty-two per cent of the colleges responded affirmatively to having administrative personnel specifically working and planning in this area. No designated committees were

suggested in this questionnaire as it was originally felt in the Carlson study that determining in advance which committee(s) might be included in promoting such programs would be too difficult. However, if the colleges answered that they did appoint retired persons specifically to college committees, they were then asked to identify the committees. The committees specifically listed by the respondents were as follows:

Gerontology Committee

Senior Citizen's Advisory Committee

Community Services

College of Adult Lifelong Learning Council

Citizen's Advisory Committee

Emeritus College Advisory Board

Services to Seniors

Golden Key Community Services Advisory Committee

Emeritus Alliance

Senior Studies Advisory Commission

Senior Adult Program Community Advisory Committee

Programs for Senior Citizens

Committee for Older Adult Program

General Advisory Committee

Senior Adult and I & R

Another area considered by Carlson to be of considerable importance in the development and continued attention to programs for the aged was the appointment of specific personnel in the colleges to coordination and supervisory responsibility over the programs. When asked if they had any faculty or administrative personnel specifically working and planning in this area, 82 per cent of the colleges answered affirmatively. The most common designate was the Community Service Coordinator and the specific program director in charge (i.e. Mature Adult Coordinator or Senior Citizen's Program Coordinator) of the colleges. The great majority of colleges responding have administrative personnel directly working in older adult education. Other titles or departments designated were:

Retired District Administrator

Community Services Program Specialist

Community Education

Associate Dean

Coordinator of Work Experience

Dean, Continuing Education

Assistant Dean, Extended Campus

Director, Emeritus College

Director, Senior Adult Program

Dean, Downtown Center

Coordinator, Retirement Seminar

Vice President

Evening Coordinator

Short Course Coordinator

It is obvious from the data that the dean's level responsibility for older adult education has moved down to the program level. The colleges that responded indicated that top level administration had delegated the day to day running of older adult education to program level managers.

Sixty per cent of the colleges responding indicated that they cooperated with at least one community agency, senior citizen's club or retirement group. Other agencies included:

AARP

Department of Human Resources

Community Action Agency

Recreation District

High School and Adult Education

Hospitals and Churches

Regional Adult Vocational Education Council

Alliance on Aging

Health Services Agencies

RSVP

The colleges were asked to indicate their methods for reaching the clientele they wished to enroll in classes for the aged. The highest number of colleges used the newspaper as the major vehicle for reaching potential older adult client population. Many others used

mailers, radio, TV, and printing in college schedules. Other methods for reaching area residents were:

Outreach at the Public Libraries

Paid advertisements

Information in senior newsletters

Personal contact

Monthly Calendar of Events

Brochures

Also included in the questionnaire sent to the colleges was a question asking whether the colleges made any effort to change the normal environmental (classroom) situation to something more informal or comfortable. Seventy per cent of the colleges stated that they did try to change the environment. Many held classes off-campus. Others attempted to teach in convenient and easily accessible environments such as churches, mobile home parks, clubs, community centers, and even homes. One college mentioned that classrooms were carpeted while another used bank conference and school board rooms to provide more informal, less classroom-type teaching atmospheres. Other methods used were:

- Use of Learning Resource Center

Workshop settings

Trips

- Student aides

Current Role of the California Community Colleges

Number of Colleges

Of the 106 colleges then in operation in California, eighty-three responded to the questionnaire. Of those eighty-three, thirty-five were currently offering classes specifically for the aged. Forty-seven colleges indicated that they were not currently offering classes or programs for this group.

Twenty-seven colleges indicated that they had offered, but discontinued in recent years, such classes or programs for retired persons. Fifty colleges indicated that they had not offered such classes. Thirty-seven colleges indicated that they had classes or programs for retired persons in the planning stages. Forty-four colleges indicated that they did not have such classes planned.

Thirty-four colleges specifically selected retired persons for advisory committees while twenty-one did not.

Forty-six colleges had faculty or administrative personnel specifically working and planning in this area. Ten colleges indicated that they did not have faculty or administrative personnel specifically working and planning with classes and programs for the aged.

Thirty-three colleges indicated that they cooperate with other agencies in the offering of classes or programs for retired persons. Twenty-two colleges indicated that they did not cooperate with other agencies in the offering of classes and programs.

The use of direct mailing was indicated by 36 per cent of the colleges. The newspaper was next with 26 per cent and college schedules next with 10 per cent. Colleges indicated use of TV, radio, brochures and senior publications in publicizing classes and programs.

Forty-four colleges indicated that they had sent or were sending materials advertising their offerings directly to retirement groups or communities. Eleven colleges indicated that they had not, or were not, sending materials advertising their offerings directly to retirement groups or communities.

Thirty-seven colleges indicated that they had made efforts in their classes to change the normal environmental situation to something more informal or comfortable. Sixteen colleges indicated that they had not made any effort to change the normal environmental situation to something more informal or comfortable.

Of the eighty-three colleges responding to the questionnaire, 43 per cent were currently offering classes or programs for retired persons, 34 per cent of the colleges specifically select retired persons for advisory groups, 82 per cent had faculty or administrative personnel specifically selected to work and plan in this area. Sixty per cent had cooperated with other agencies in the offering of classes or programs for retired persons, and 60 per cent also had used some form of publicity to reach aged or retired persons within their service area. Eighty per cent had sent materials advertising their offerings to retirement groups or communities and 70 per cent had made an effort to change the normal environmental situation to something more informal and comfortable.

The current offerings ranged from a class or two, to large programs with specialized curriculum. Many colleges seemed to have developed carefully thought out un-graded, community based programs tailored to meet the needs of the aged and retired. While thirty-five colleges offered classes or programs specifically for retired persons, another twenty-seven had offered, but discontinued in recent years, such classes or programs. That means that sixty-two colleges or 75 per cent of those responding had offered or were offering classes or programs for retired persons. Another 37 per cent saw the need for expanding in this area.

One college metnioned that it had 455 students in over 55 regular courses. Other colleges indicated total programs with separate support systems specifically developed and operating to meet the needs of older adults.

The colleges mentioned the problem presented in maintaining classes and programs for the aged with the passage of Proposition 13. Many colleges directly blamed Proposition 13 for the discontinuance of classes and programs. Many colleges indicated that prior to the passage of Proposition 13 many courses and programs were free of cost and under community services. Many colleges indicated that these classes have subsequently become fee based, which has seriously curtailed enrollment.

One college indicated that all "Retirement Classes" were moved out of the Evening College credit program into Adult Education where the rules and regulations for credit courses were no longer harmful for recruitment.

A few colleges indicated they believed community colleges should be offering non-transfer credit classes (i.e., adult education specifically for older adults).

Many of the colleges indicated that older adult learners had little interest in college credit, standard registration forms, and miscellaneous rules and regulations applicable to younger college age students.

One college viewed the viable thrust of the older adult education as purposeful to help reconstruct the thinking of older persons regarding their individual worth to society and their ability to compete and participate.

One college believed that community colleges should provide a diversified program to include: (1) courses based on the interests of the community, i.e., advocacy training, city or county governments, etc, (2) physical and mental health, and information regarding how the person views himself or herself.

The colleges seemed to have had a number of years behind their programs. Their comments indicated a philosophical maturity and practical application of theory based on experience educating the aged and retired. Most colleges indicated that older learners preferred short-term classes. Experience with older adult education made one college aware that the aged and retired needed and wanted smaller classes and a more personalized environment.

Many colleges surfaced with suggestions regarding directions in older adult education statewide. One college saw the problem of

older adult education now as being a restoration of some kind of state funding for non-credit Senior Adult Classes. Another indicated a special need to bring the programs to the students. Others supported the concept that fees should not be charged. One college indicated that the older community's demands seemed to reflect the need for services whereas the colleges seemed to be more interested in providing courses.

The colleges indicated a wide range of faculty and administrative personnel working in and planning for classes and programs specifically for the aged and retired. Seven colleges indicated that administrative personnel in community services were directly involved. Six colleges indicated that administrative involvement came from Continuing Education, the Evening or Extended Campus Program or Adult Education. Eight colleges indicated that responsibility for classes and programs involving the aged and retired was under middle managers of specific programs for older students (i.e., Senior College or Emeritus) with titles such as coordinator, director, leader, etc.

Offerings

The offerings of the California Community Colleges were both varied and diverse. The current offerings of the colleges were listed below in order of the number of offerings per class, with the most popular offering being listed first, etc.

Planning Your Estate

Health for Senior Citizens

Psychological Aspects of Aging

Income Tax Preparation

Preparing for Retirement

Living in Later Life

Problems of Retirement

Challenge of Maturity

Social Security and Other Benefits for the Aged

How to Enjoy Retirement

Training for Community Service

Living Within Your Income

The Elderly as Consumers

Nutrition for Seniors

Physical Fitness

The next group were offerings only mentioned once by the colleges.

Social Gerontology

Consumer Education

Law and Senior Citizens

Body Conditioning for Seniors

How to Improve Your Memory

Speed Reading for Seniors

Food Budgeting and Purchasing

Low-Cost Clothing

Senior Citizen Choir

Know Your Community

Sociology of Aging

Remotivation for Older Adults

Tai Chi, The Gentle Exercise

Older Adult and the Family

Daily Living Skills

Senior Leadership

Ballroom Dancing

Golden Years of Radio

Legal Problems of Senior Adult

Fashion Flair for Mature Woman

Retirement Planning

Personal Finance

People in Transition

Ceramics

Silvermaking

Art

Social Dance

Current Events

Sewing for Seniors

Basic Drawing

Basic Oils

Western Art

Paper Mache

Driving

While classes seem plentiful, little was offered in traditional credit areas of the college curriculum. One might question whether

access to traditional curriculum is possible or even advisable. However, its absence from the classes reported has been easy to note.

The Colleges

The findings of this study showed that 43 per cent of the community colleges in California were involved in the offering of classes or programs for the aged. Forty-six per cent of the colleges were planning to offer classes. A total of 72 per cent of the colleges were either offering classes or in the planning stages. The colleges expressed a need for increased involvement with older retired students in the planning of curriculum and developing programming.

Colleges were offering classes in the area of estate planning, health, psychology of aging, income tax preparation, preparation for retirement, living within income, nutrition, etc. The colleges indicated a current preference for estate planning and health for senior citizens. Estate planning was not only the most preferred current offering but future and past as well. Psychological Aspects of Aging and Health for Senior Citizens were both courses that were offered in the past and planned for the future.

Colleges most often discontinued Planning Your Estate, Living Within Your Income, Problems of Retirement, and Health for Senior Citizens. The colleges also seemed somewhat limited in the diversity of course offerings for the aged and retired. The great majority seem overly specialized in either (1) finances and retirement, (2) nutrition and consumerism, or (3) adapting in later life. The study indicated an absence of traditional curriculum from such areas

as Mathematics and Science, English and Literature, Foreign Language, Business and Social Science.

Colleges never reached a level where they have line and institutional administrative authority over faculty and program at the middle management level. Eighty-two per cent indicated that they have personnel specifically working and planning in this area. They are also in a cooperative model with other agencies and community organizations. Sixty per cent indicated that they cooperated with other agencies in the offering of classes or programs for retired persons.

Twenty-eight per cent of the colleges indicated that they used the direct mail method for reaching area residents. The next most often used modes of communicating college classes and programs for the aged and retired were newspapers, college schedules, brochures and senior oriented publications.

Colleges indicated that they were specifically selecting retired persons to advisory committees. Sixty-two per cent of the colleges indicated that they were involved in using the aged and retired in this way.

Colleges indicated that they were sending materials advertising their offerings directly to retirement groups or communities. While 8 per cent indicated they were directly proselyting with retirement groups, a multiplicity of systems were employed.

Colleges indicated that they were making efforts to change the normal environmental (classroom) situation to something more informal or comfortable. A number of colleges commented that environ-

mental conditions were critical if successful classes and programs for the aged and retired were to be offered. Seventy per cent of the colleges indicated that they had made efforts to improve the learning environment for older students.

Colleges indicated that Propositions 13 was the greatest single reason for discontinuing classes and programs for the aged and retired. The only other reason mentioned more than once was lack of interest. One college indicated that seniors did not stay with courses because of environmental conditions such as hardness of chairs, length of classes, steepness of stairs and poor lighting. Another college commented that seniors form no homogenous group and that older students on campus prefer to take many classes with the other "younger" students. Other colleges indicated a need to provide a diverse programming which would include the many different lifestyles of the aged and retired.

The comments of the colleges supported the literature in indicating that older people are interested in classes and curriculum geared to help older adults in their quest to be part of the life process.

APPENDIX

SURVEY INSTRUMENT

1. Does your college offer any classes or programs specifically for retired persons (including retirement planning)?

   Yes _____ No _____

2. Has your college offered, but discontinued in recent years, such classes or programs for retired persons?

   Yes _____ No _____

3. Does your college have any classes or programs for retired persons in the planning stage?

   Yes _____ No _____

IF YOUR ANSWER WAS NO TO ALL OF THE FIRST THREE QUESTIONS, STOP HERE.

IF YOUR ANSWER WAS YES TO ANY OF THE FIRST THREE QUESTIONS, PLEASE COMPLETE ALL PARTS OF QUESTIONNAIRE.

4. Do you specifically select retired persons for any advisory committee(s)?

   Yes _____ No _____ If Yes, which:

5. Do you have any facility or administrative personnel specifically working and planning in this area?

   Yes_____ No _____

6. Do you cooperate with any other agency in the offering of classes or programs for retired persons?

   Yes _____ No _____ If Yes, which:

7. What means do you use to reach your area residents with a Schedule of Classes or similar listing of your offerings?

8. Have you ever sent or do you now send materials advertising your offering directly to retirement groups or communities?

   Yes _____ No _____ If Yes, please explain:

9. In your classes for retired persons, ahve you made any effort to change the normal environmental (classroom) situation to something more informal or comfortable?

Yes _____ No _____ If Yes, please describe:

Below are listed a number of courses geared especially to the needs of retired persons. If you offer (e.g., or will) offer a course which closely resembles any of these, please so indicate (x). Please answer other questions for each course so marked. Please add any courses you offer which are not included in this list.

INDICATE NUMBER OF DAYS OR WEEKS IF A SHORT COURSE

NAME OF COURSE	CURRENT OFFERING (how Often)	PAST OFFERING (Last date offered)	FUTURE OFFERING (starting date)	ENROLLMENT (actual or ent.)	GRADED OR UNGRADED	UNITS OFFERED	REGULAR CLASSROOM	IF DIS-CONTINUED, REASON
Challenge of Maturity ( )								
Planning your Estate ( )								
Problems of Retirement ( )								
Health for Senior Citizens ( )								
Living in Later Life ( )								
Living within your Income ( )								
Psychological Aspects of Aging ( )								
How to Enjoy Retirement ( )								
Social Security and other benefits for the aged ( )								
Training for Community Service ( )								
Preparing for Retirement ( )								
Income Tax Preparation ( )								

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NAME OF COURSE	CURRENT OFFERING (how often)	PAST OFFERING (last date offered)	FUTURE OFFERING (starting date)	ENROLLMENT (acutal or ent.)	GRADED OR UNGRADED	UNITS OFFERED	REGULAR CLASSROOM	IF DIS-CONTINUED: REASON:
The Elderly as Consumers ( )								

Do you offer any regular course in Social Science, Literature, Arts and Crafts, etc., in a special section just for older persons (or at least specifically aimed to their needs and interests)?

Yes _____ No _____ If Yes, Please describe:

Finally, we are trying to discover what types of classes and programs our community colleges should be offering for retired persons (if any). Please give below any experiences, ideas, suggestions, observations, etc., that may help in this search. When you are finished please put this questionnaire in the return envelope and mail. Thank you. Results of this research will be sent to you as soon as possible.

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 20 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES

25Carlson, The Role of the California Community in the Education of the Aged, appendix B, pp. 120-122.